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ABSTRACT

Presented is a sex education curriculum guide for teachers of trainable retarded students ages 12 to 21 years. The guide is divided into six units: body parts, gender identification, and restroom signs; living things; reproduction; growth; adolescence, menstruation, and street language; and maturity (including sexual feelings and birth control). Suggested materials for each unit are provided. Listed within each unit are behavioral objectives and sequential activities. Included is a bibliography of approximately 80 references. (CL)

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CURRICULUM GUIDE IN SEX EDUCATION

FOR THE TMR

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Kathy Steward
1973

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DEDICATION

I would like to dedicate this guide to the children of Intercommunity Exceptional Children's Home, Long Beach Ca., because they have taught me the best things I know about mental retardation.

ABSTRACT

This Curriculum Guide in Sex Education for the TMR was written for Special Education Teachers. The guide attempts to deal with problems encountered in the classroom related to human sexuality.

The guide is divided into eight units: I; Body parts, gender identification, and restroom signs, II; Living things, III; Reproduction, IV; Growth, V; Adolescence, menstruation, and street language, VI; Maturity, and VII; Suggested materials. The eight units can be used in sequence or in isolation as the situation dictates.

Kathy Steward is a Home Teacher for the Infant Development Project, sponsored by the Charlottesville-Albemarle Association for Retarded Citizens, and is presently completing her M.Ed. in Special Education at the University of Virginia.

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INTRODUCTION

Special education curricula have been known to vary in quality from glorified baby sitting to the best possible preparation for adult life. Even if the best school can boast a curriculum which actually meets the needs of all its retarded students, and can honestly state that it has prepared its students for adult life, it probably doesn't have an adequate sex education program.

Many people still feel that sex education should not be part of any school's curriculum. But without direction, restroom walls serve as the textbooks, the instructors are other uninformed students, and technical information is provided by dirty jokes. This type of self-instruction becomes the self-destruction of open and honest attitudes toward human sexuality. All people, whether they are gifted, normal, or retarded have the right to a complete education, including sex education.

Some school districts (i.e. Anaheim school district, Anaheim Ca.) permit the teacher to discuss sex, if the discussion is initiated by a question asked by a student. For the time being, this is an adequate way to teach sex education because naturally curious students will ask good questions if they feel they can trust the teacher and other students in the class. However, retarded students may not be able to ask questions, even if they trust the teacher. For this reason, the present policy is not satisfactory for the special student. This lack has been recognized by a number of educators who have developed curriculum guides

in sex education for the teachers and parents of retarded students. These guides provide an invaluable service to the field of special education, but most of them do not meet the needs of the Trainable Mentally Retarded student because of the students' limited ability to grasp concepts through abstract examples. This guide is written specifically for teachers of TMR students.

The guide provides the teacher with concrete examples, simply defined procedures, and behavioral objectives which, when met, define a certain level of comprehension. Consequently, even the most progressive school may not be willing to implement this program. The guide will provide the best service if it is used as part of the regular program rather than if it is presented separately. The lessons are sequentially programmed, and will serve best if taught in their present order.

The guide is written for TMR students ages 12-21, and it is hoped that the first three units serve as a review to the students. But if the students have not been prepared, much of the material may be new. This guide will hopefully be a useful tool for the teacher who believes that all people have a right to an education which includes human sexuality.

I. BODY PARTS

The child with a good body image is in tune with his environment. Without a firm grasp of this basic concept of self vs. non-self, the exceptional child experiences great difficulty in small tasks. Success in movement, spatial orientation, relationships to others and one's self-concept depends upon a good body image. Kephart (1972) states, ". . . we must have a point of reference around which to organize the relative impression which we receive so that we can impose some kind of order upon them and construct a coherent totality. We use our own bodies as this point of reference. Objects about us are referred to our body and oriented in space with reference to it. For this reason, it is important that the child have a clear, accurate, and complete picture of his own body and its position in space."

The first three lessons all deal with body parts and are sequentially ordered. The objectives can be met, using many different approaches. Group games (i.e. Simon Says), card games, charts, dance, and exercises are all good.

OBJECTIVE I-A:	Given the verbal name of a body part, the student will locate that part by pointing to the chart, manikin, or self. If applicable, student will also indicate the function of the body part, with action or verbal response.
Lesson 1)	Ask the student to locate his: head, trunk (torso), legs, arms, feet, hands.
Lesson 2)	Ask the student to locate his: eyes, ears, nose, mouth, chest, stomach, hip, thigh, knee, calf, ankle, toes, shoulder, elbow, wrist, fingers.
Lesson 3)	Ask the student to locate his, or on the chart: hair, eyebrows, eyelashes, nostrils, cheeks, lips, teeth, gums, tongue, chin, neck, navel, knuckles, pubic area.

One of the most successful and most enjoyable approaches is through music. The Orff (1967) music therapy program offers the following chants for learning body image.

1. The witch has an itch,
   The witch has an itch,
   Where oh where, is the witch's itch.

2. With your nose, or with your eyes,
   Bring us back a nice surprise. (set out textures, smells, have them select one)

3. Put your finger on your nose
   And your nose is on your face
   Find another part and put it in place. (Flannel Board)

4. Two eyes
   Eyes are for seeing
   They're the windows of your face.

5. Put on your sock
   Put on your shoe
   What is the next thing you must do?

6. This is my body
   This is me
   Look in the mirror, and what do you see?

7. The Big Bugs Bite
   The Big Bugs Bite
   Where oh where do
   The Big Bugs Bite?

8. Mirror, mirror
   Look and See
   Can you find
   A face for me?

Another method is the use of nursery rhymes and finger plays.

These examples were collected by Winifred Pyle, (personal communication)

1. I'll touch my hair, my lips, my eyes,
I'll sit up straight, and then I'll rise
I'll touch my ears, my nose, my chin,
Then quietly sit down again.

2. Little Indian, touch your nose,
Little Indian, touch your toes,
Little Indian, turn around,
Little Indian, touch the ground,
Little Indian, touch your chin,
Little Indian, quietly sit down again.

3. Pound, pound, pound says the little hammer,
Pound, pound, pound the nails in tight.
Saw, saw, saw, says the little saw.
Saw, saw, saw, says the board just right.

4. Where is thumbkin, where is thumbkin? Pointman,
tallman, ringman, pinky.
Here I am, here I am
How are you today, sir?
Very well, I thank you
Run away, run away.

5. Teddy Bear, Teddy Bear, turn around,
Teddy Bear, Teddy Bear, touch the ground.
Teddy Bear, Teddy Bear, show me your shoes,
Teddy Bear, Teddy Bear, now what will you do?
Teddy Bear, Teddy Bear, climb up the stairs.
Teddy Bear, Teddy Bear, say your prayers,
Teddy Bear, Teddy Bear, turn out the lights,
Teddy Bear, Teddy Bear, "good Night!"

6. Let your hands so loudly clap, clap, clap,
Let your fingers snap, snap, snap.
Then fold your arms and quiet be,
And quiet be (whisper)
Swiftly roll your hand so wide awake,
Let your fingers shake, shake, shake,
Then fold your hands and quiet be,
And quiet be.
Let us climb the ladder, do not fall
Till we reach the steeple tall
Then fold your hands and quiet be,
And quiet be.

7. Little feet can make you go
Little arms swing to and fro
Little ears can make you hear
Loving words of Mother dear.
Little nose is useful too
Little eyes play peek-a-boo
Little tongue can make you say
Happy words in work and play.

8. My hands upon my head I place
On my shoulders, on my face
On my knees, and at my side.
Then behind me they will hide.
Then behind me they will hide.
Then I raise them up so high
Swiftly let my fingers fly,
Quickly count 1,2,3,
And see how quiet they can be.

9. I'm a limp rag doll,
I have no bones,
My arms are limp,
My neck is limp
My legs are limp
I'm a limp rag doll.

10. When you clap, clap, clap your hands,
The monkey'll clap, clap his hands too
'onkey see, monkey do
Monkey'll do the same as you.

11. I am the leader, do what I do
And follow exactly 'till I am through.
Rise on your toes, now bend your knees
Rise on your toes as tall as the trees.

12. Clap, your hand, clap your hands
Lightly as a feather
Clap, clap, clap your hands
All clap hands together
Lift your right knee
Lift your left knee
Lightly as a feather
Lift them high, lift them high
All lift knees together
Tap your right foot
Tap your left foot
Lightly as a feather
Tap, tap, tap your feet
All tap feet together.

13. I'm growing up so tall
I'm growing big and strong
I want to be the kind of child
That helps the whole day long.

14. I like to jump up,
I like to jump down,
I like to jump
Around and around.

15. I saw Jack Frost last night
What did he do?
He bit my nose (fingers, toes, chin, etc.)
"Oooooooooooh!"

GENDER IDENTIFICATION

Many students now can identify their body parts, but cannot pinpoint the differences between males and females. The accomplishment of this task is essential.

OBJECTIVE I-B: Given pictures of naked males and females of various ages, the student will sort them into two categories: male and female.

1. Ask all of the boys in the class to stand up (don't be surprised).

2. Ask all of the girls in the class to stand up.

3. Ask your students how they know they are girls or boys.

4. Be sure to point out that the length of hair and the wearing of pants are not necessarily characteristic of one particular sex.

5. Now you can say that the most obvious differences between girls and boys are usually covered with clothes, therefore you are going to show them pictures of boys and girls without clothes. (Be careful not to ask for a volunteer)

6. Hold up pictures of a male and a female child.

7. Ask a student to point to the girl and point to the boy.

8. Ask a boy to point to the pictured boy's penis.

9. Ask a girl to point to the pictured girl's vagina.

10. Go around the class and ask each student to respond with the word "boy" or "girl" when you point to the picture.

11. Place the picture of the girl on one side of the room and the picture of the boy on the other.

12. Hand out sorting cards of males and females, of all ages, to the students.

13. Ask each student to look at his picture and then compare it with the pictures you've placed in the room.

14. Ask each student to take his picture to the one it matches.

(Hopefully there will be problems in completing the exercise, so you can introduce words like penis, vagina, breasts, pubic hair, adult, child, teenager, etc.)

15. After all the pictures have been matched, ask the boys in class to stand by their matching picture and the girls by theirs. (Surprised?

RESTROOMS

One of the biggest problems children face is knowing which restroom to use. The next two lessons may decrease the confusion.

OBJECTIVE I-C: Given the Restroom sign flash cards, the students will match the signs with the pictures of boys and girls.

1. Put up pictures of dressed boys and girls (preferably on two doors).

2. Hold up flash cards, "Boys" and "Girls" and ask a student to place the signs by the correct pictures.

3. Hold up each set of signs and ask the students to place them with the correct picture.

4. Some of your students may have a sight vocabulary but for most of them you'll have to read the signs out loud at first.

5. Be careful to change the position of the pictures frequently so that the students don't memorize left-boy signs and right-girls signs.

No matter how many different signs you find to present to your class, when you go on a field trip the restrooms will have a different type of print or terms you've never heard of. Therefore, the next lesson is provided for the child who makes the mistake of going into the wrong restroom.

OBJECTIVE I-D: Given a picture of a urinal, a napkin vending machine, a boy, and a girl; the student will match the urinal with the boy and the napkin vending machine with the girl.

1. Ask your class if they have ever gone into the wrong restroom. (You can give an example of a personal experience)

2. Tell your students that there are things inside the restroom that will tell them if it's a boys' or a girls' restroom.

3. Using the two doors, pictures of a boy and a girl, and one set of flash cards, hold up a picture of a urinal and ask a student to match it with the right door. (the boys' door)

4. Hold up a picture of a napkin vending machine and ask a student to match it.

5. Ask the students "What if you go into the restroom and find a urinal?" "Are you in the boys' restroom or the girls'?"

6. Continue the questions until you are sure all of your students understand.

TOILET HABITS

By the time these lessons are used, your students should already practice proper toilet habits. However, if there are occasional mishaps, your class is typical. The following rules could serve as a review section, and can provide you with an opportunity to discuss topics like masturbation, privacy, and modesty.

OBJECTIVE I-E: Students should be practicing the following rules:

THE BATHROOM IS USED FOR:

1. People who need to urinate.
2. People who need to have a bowel movement.
3. People who wish to masturbate.
4. People who wish to have privacy.
5. People who need to change clothes.

AFTER USING THE BATHROOM:

1. People always wash and dry their hands.

Students should be aware of individual limitations which may require that they have assistance in the bathroom. (For example, wheelchair students usually need some assistance in the bathroom).

II. LIVING THINGS

At some time in a child's life it is important to know the differences between living and non-living things. Knowledge of the difference enables the child to order and classify the things that make up his environment.

OBJECTIVE II-A: Given sorting picture cards of living things and non-living things, the student shall sort them into two categories: living and non-living.

1. Hold up a rock and a plant, ask a student to tell you what they are.
2. Ask a student which of the objects is alive.
3. Hold up a picture of a pencil and a picture of a girl, ask the students which is the picture of something alive.
4. Point to different objects in the classroom, such as toys, fish, pets, books, machines, and the students and ask which are alive and which are not.
5. Hand out sorting cards and ask your students to sort them into living and non-living groups.
6. Again hold up the rock and the plant and ask a student which one has to be watered.
7. Ask a student why the plant has to be watered.
8. Explain that the plant started out much smaller than it is now but it looked like a plant when it was small.

OBJECTIVE II-B: Students shall demonstrate knowledge of the concept, that all living things come from other living things much like themselves by matching each parent with each offspring using the following animals. (Peabody)

1. Hen/chick
2. Horse/colt
3. Cat/Kitten
4. Dog/pup
5. Woman/baby
6. Duck/duckling
7. Sheep/lamb
8. Bear/cub
9. Cow/calf
10. Deer/fawn
11. Pig/piglet

1. Hold up the pictures of the cat and the kitten.

2. Ask a student if the two cats look alike.

3. Hold up the pictures of the horse and colt. Ask the students if the two look alike.

4. Ask the students to point out things that are the same, legs, tails, hooves.

5. Hold up the pictures of the horse and the bear cub. Ask a student if the two look alike.

6. Ask the students why and how the horse and bear are not like.

7. Pick other examples which don't match, check and recheck for comprehension.

8. When your students can match all of the parents with their offspring, you may ask if any students know where the parents got their children, thus introducing the next unit.

III. REPRODUCTION

It is not necessary for your students to know 100 different positions for sexual intercourse, but it is important that they know they did not come from Matel, or K-Mart. It is also important that they know that their beginning involved two special people, a mother, and a father.

It is possible to use examples of animals, like the Andry book to explain human reproduction, but your students' ability to generalize and transfer may be too limited for complete comprehension.

OBJECTIVE III-A: Given pictures of men and women:

a. holding hands
b. kissing
c. running
d. fighting
e. copulating

and the question, "Which couple could be starting a baby?", the students will pick the picture (e).

1. Present all five of the pictures at once (get it over with) and ask a student to find the picture of the couple holding hands.

2. Ask a student to find the picture of the couple who is kissing.

3. Ask a student to find the picture of the couple who is fighting.

4. Ask a student to find the picture of the couple who is running.

5. State that the last picture shows a couple who could be starting a baby.

6. Hopefully, questions will be asked regarding how, when, where which will get the subject out in the open.

7. Remember this subject is very susceptible to your personal attitude.

Your students now have some idea about the beginning, therefore they are ready to learn a little about early developmental environment.

OBJECTIVE III-B: Given pictures of pregnant women and non-pregnant women and the question, "Which woman has a baby?" the student will pick the pregnant woman.

1. Bring a bowl of tadpoles into class.
2. Explain that the tadpoles are going to be frogs when they are able to leave the water.
3. Explain that the tadpoles are protected by the water and will grow arms and legs.
4. Explain that certain plantlife in the water provides food for the tadpoles.
5. Explain that the tadpoles' tails enable them to swim around.
6. Explain that the tadpoles leave the water about the time they start to look like frogs.
7. Explain that soon the little frogs will be catching their own food and will be able to breathe air.
8. Explain that other animals are the same because they stay in a special place, their mother's body, until they are big enough.
9. Furry animals, like other animals, grow from a tiny cell into an animal like their mothers.
10. People also stay inside their mothers' body until they have grown from a tiny cell to a baby.
11. Babies are protected by their mother until they are ready to be born.
12. Babies, when they are ready, come out of the mother's body through an opening between the mother's legs.

During the presentation of this unit it would be advised to have many audio-visual aides available. It would be ideal for a pregnant lady and a lady with a new baby to come to class for this unit.

IV. GROWTH

All people begin as babies and grow into adults. It is your job to teach that development to your students. Your students can recognize a person who is either much younger or much older. However, it is difficult for them to relate to their personal development and growth.

Change and growth in size and development may never be clearly understood but there should be a general understanding of the concept that all living things begin very small and simple and grow in size and complexity.

Students may have pictures of themselves when they were babies which would be an excellent way to introduce the unit.

OBJECTIVE IV-A: Given the following pictures, the student will place them in order of size and age from left to right.

a.	Baby	c.	6 year old	e.	14 year old
b.	3 year old	d.	10 year old	f.	18 year old

1. Present all six pictures and ask a student to point to the baby.

2. Ask a student to find a picture of someone younger and smaller than he is.

3. Ask a student to find a picture of someone older and larger than he is.

4. Ask a student to find a picture of someone about the same age as he is.

5. Using the sorting cards and Peabody pictures, ask the students to find the babies; then the mothers of the different animals.

6. Pass out magazines and ask students to find pictures of people representing different ages of people.

Your students should have some knowledge of what things help to make them grow. Therefore things such as the right foods, sleep, exercise should be emphasized.

OBJECTIVE IV-B: Given the following pictures the student will sort them into two categories: things that help you grow and things that don't help you grow.
a. Picture of a balanced meal.
b. Picture of a student exercising.
c. Picture of a student sleeping.
d. Picture of alcohol.
e. Picture of cigarettes.

1. Ask your students to name their favorite foods.
2. Ask your students to name a "good" food and a "bad" food.
3. Ask your students to name their favorite physical activity.
4. Ask your students if they like to sleep late, to take a nap.
5. Ask your students how they feel about alcohol.
6. Ask your students how they feel about cigarettes.

V. ADOLESCENCE

The physical changes which are characteristic of adolescence are necessary steps toward adulthood. These physical changes enable your students but do not prepare them to be parents. Women experience enlargement of the breasts, widening of the hips, and the beginning of menstruation. Men begin to grow facial hair, experience a change in their voices and wet dreams. Genitals will increase in size for both the men and the women. Both will also grow protective pubic and armpit hair. And both men and women may experience acne.

During class discussions on puberty, the subjects of masturbation and wet dreams can be approached casually and without formal presentation. Both should be treated as natural, normal, and necessary processes.

OBJECTIVE V-A: Given pictures of naked males and females (children and adults), the students will sort them into two categories: child and adult.

1. Present pictures of one child and one adult.
2. Ask a student to point to the smaller one and then the larger one.
3. Ask a student to point to the breasts on the child.
4. Ask a student to point to the pubic hair on the child.
5. Explain that characteristics such as breasts, pubic hair, and genitals determine whether or not a person is an adult or a child.
6. Explain that these physical changes require that the teenager spends more time grooming and more time in private.

MENSTRUATION

Don't wait for the first sign of blood to tell your students about menstruation! The girls should already be able to name and identify sanitary pads and belts. In drug and grocery stores they should be able to locate and identify pads and belts in their purchasing boxes. In a public bathroom they should be able to identify and operate napkin vending machines. They should also be able to differentiate the types of products so that they may purchase the type of pad they have already used (i.e. if the girl is using an externally worn pad, she should purchase that type rather than a tampoon).

By the time your students have reached puberty, they will already associate blood with pain and therefore menstruation with pain and sickness. But it is your job to teach that menstruation is a natural and necessary process. It is true that some women experience fainting, nausea, and emotional stress, but it is also true that some women never experience these discomforts. Perhaps menstrual discomfort should be mentioned so that girls will be able to recognize the signs that sometimes accompany menstruation; however, unnecessary anxiety and fear will surely follow vivid accounts of menstrual "CURSES".

OBJECTIVE V-B: The girls in the class will be able to do the following:

1. Put on sanitary belt (feet through belt, pulled up over knees)
2. Secure pad tabs through fastener.
3. (op) Pad can be fastened before putting on belt, then pad and belt can be stepped through and pulled up like panties.

4. Use feminine hygiene spray deodorant.

5. Take off pad, fold and wrap in toilet paper.

6. Dispose of pad in trash can not toilet.

7. She should know schedule of changing, according to her individual flow.

8. Ask teacher for pad and belt if period starts at school.

9. Identify and operate vending machine in bathroom.

10. Substitute safety pins for belt if purchasing pad from machine.

11. Substitute toilet paper or tissue for a pad if there is no pad or machine available.

Each of the following steps may require demonstration on the part of the teacher. You must practice so that you can go through the steps slowly and carefully. Remember, your students will learn best by watching and doing. Also make sure that all of your students are aware of all the steps and can complete them.

1. Bring all of the girls into the bathroom.

2. If there is a napkin vending machine, ask a volunteer to operate the machine and purchase a napkin.

3. If there is not a vending machine, ask a volunteer to go to the supply closet and get out the box of sanitary napkins. (It is better to use the term "sanitary napkin" because brand names may cause unnecessary confusion).

4. Hold up a pad and ask "Who can tell me what this is for?"

5. Upon receiving an appropriate answer you can ask all of the girls to repeat the most acceptable one (i.e. pad-period)

6. Hold up the belt and ask, "Who can tell me what this is?"

7. Ask a student to undress the girl manikin.

8. Tell the students that you are all going to practice putting a belt and a pad on the manikin.

9. When the manikin is undressed ask the students how the manikin is different: a) she is not alive, b) her skin is plaster, c) she has no vagina, d) she has no pubic hair, e) she may have no breasts.

10. Ask a student to put the belt on the manikin and adjust it properly.

11. Ask a student to place the napkin, fasten it, (pull the tabs through the belt tabs).

12. Ask a student to check the work to make sure everything is in place.

13. Ask a student to remove the pad, pulling it down and folding it together before removing it from the tabs.

14. Ask a student to wrap the pad in toilet paper, making sure she discards the package in the wastepaper basket not in the toilet.

15. Ask your students when the pad should be changed. Schedule may be like this: a) Once in the morning upon rising. b) at noon, at school, c) after school, and d) before you go to bed. IMPORTANT TO EMPHASIZE THAT CHANGING IS BASED ON INDIVIDUAL FLOW: YOUR PAD SHOULD BE CHANGED WHEN YOU FEEL WET OR ARE AWARE OF AN ODOR.

16. Hold up a can of deodorant spray; ask a student, "What is this for?" (If they respond by pointing to their arm pits, you can use this by saying, "Yes, we use deodorant to keep from having body odor, but our arm pits are not the only area which can have body odor").

17. Ask a student to demonstrate the proper use of the deodorant by spraying arm pits and pubic area of manikin.

18. If the vending machine is available, the teacher should show that safety pins usually accompany the pad as a belt substitute.

19. Teacher should demonstrate, again using the manikin, how to pin the pad tabs to the panties.

20. Ask a student to pin the pad in place.

21. Ask your students to think about what to do if no sanitary pad is available.

22. Ask your students for suggestions, a) toilet paper, or b) kleenex.

23. Ask a student to fold toilet paper into a temporary pad.

24. Ask a student to put the toilet paper pad in place.

25. Make sure the students understand the necessity of pulling the panties up securing the T.P. pad.

It is highly unlikely that a student will honestly ask you why they have periods, but if the question comes up there are many books which you can use to help you in this explanation. You may find the books even the ones written for small children a bit too complex for your students. The following approach may assist you at this task.

1. Present a picture, i.e. Sol Gordon Facts about Sex, pg. 20, 21, and explain to your students that if they could see inside themselves they would see a similar picture.

2. Explain that when a woman becomes pregnant, the baby grows in the uterus, point to the uterus, and ask each student to find the uterus.

3. Explain that only one egg cell comes to the uterus at a time, and the rest of the eggs are in the ovaries. Point to the ovaries and ask the students to find the ovaries.

4. Ask the students how they think the egg cell gets from the ovaries to the uterus.

5. Show them the tubes which are the natural passageway from the ovaries to the uterus.

6. Ask the students if women can get pregnant by themselves.

7. Explain that the woman's egg cell has to join a cell (sperm) from the man in order to start a baby.

8. Point to the vagina and explain that the man's penis enters the vagina and releases the sperm.

9. Trace the sperm's travel from the vagina to the tubes.

10. Explain to the students that if the egg is in the tube when the sperm gets there they join to start a baby.

11. Explain that the started baby must travel to the uterus to grow because the tube is too small.

12. Again show the students the uterus.

13. Point to the walls or lining of the uterus and explain that the baby gets its food by attaching itself to the soft walls in the uterus.

14. Explain that if the baby starts to grow the uterus has to get bigger in order to care for the baby.

15. Ask the students what happens if the sperm never gets to the egg and joins it.

16. Explain to the students that if the baby is not started, the egg leaves the body through the vagina.

17. Ask the students what happens in the uterus which is all ready for the baby.

18. Explain to your students that the food, or blood in the uterus also leaves the body through the vagina if the baby is not started.

19. Ask the students what this process is called.

20. Explain to the students that when the blood and the egg leave the body it is called menstruation.

21. Explain to the students that this opportunity to start a baby happens every month, and if the baby is not started menstruation happens every month.

"STREET LANGUAGE"

Before your students ever understand the concept of conception they will all have heard or said the word, "fuck". The reaction to the use of this word is usually shock or nervous laughter. Students easily learn saying the word "fuck" and other words gives one a moment of unique attention and a temporary feeling of importance. The meaning of the words is not as important as the power they draw. If attention cannot be gained by other means, "obscene" language becomes a useful tool for the resourceful student in your class.

It is not necessary to introduce these terms during the "new words" segment of your language development lesson. It is probably best to take advantage of the opportunity if it comes up in class.

OBJECTIVE V-C: The student should be able to verbally match the appropriate terms with the "street" terms. (Practicing for 100% accuracy is not advised).

1. TO HAVE A BOWEL MOVEMENT, TO B.M. - to shit, to crap, to dump, to do #2, to ca ca, to poop, to make do do, to grunt.
2. FECES - shit, crap, ca ca, poop, do do.
3. URINATE - to piss, to pee, to tinkle, to water, to do #1.
4. PENIS - cock, dick, joy stick, prick, weenie, meat, goody.
5. TESTICLES - nuts, balls, family jewels.
6. VAGINA - cunt, pussy, box, twat, slit.
7. BREASTS - tits, knockers, jugs, bags, bazookas, boobs.
8. SEXUAL INTERCOURSE, FORNICATION, COPULATION, LOVEMAKING - fuck, to ball, to make, to screw, to hump.

9. MASTURBATION - to beat one's meat, to beat off, to jack off, to jerk off, to rub off, to whack off.

1. When the words are used in class, instead of looking shocked, you can ask the student if he or she knows what the word means. BE CAREFUL NOT TO INTIMIDATE WHEN YOU ASK.

2. If the student or other members of the class can define the word, you can ask if they know other words which mean the same thing.

3. You can ask if they know why people react differently towards certain words. You could say that words are only what people say, or think they are.

4. Point out that if everybody uses certain words, they are not considered "bad".

5. Explain that at this time, although times are changing, certain words are still considered "bad" so if you use the "street language" people may consider you "bad".

6. This may initiate a discussion of other words, which the students use, but don't understand. You may continue to ask your students if they know other words.

7. IT IS IMPORTANT TO BE CALM DURING THIS TALK.

If you appear to be nervous about the subject the trust will diminish and the class discussion will end. (If you are nervous, perhaps if you relate this information to your students it may put them at ease.)

If you wish to extinguish the use of street language in your classroom, you may follow this procedure.

1. When a student says "Fuck" you and your students will react.

2. Your first job is to train yourself not to react!

3. Positively reinforce those students who <u>DON'T REACT</u>.

4. IGNORE the student who said "Fuck" and the students who reacted.

5. Eventually the students will stop reacting or at least make their reaction unnoticeable. Now you have the proper environment to extinguish the behavior of the use of "street" language in the classroom.

6. When the student says "Fuck" and no one in the class reacts, he will stop saying it, and will look for some other way to gain attention. (This stage is difficult to execute because you may have a hard time maintaining total control of the reactions, for example, what about a visitor to your class?)

7. It is now crucial that you lead the student in the right direction while he's looking for another means of gaining attention. (If you don't play some part in this search, you may wish that he would go back to saying "fuck").

8. Please note that these simple steps 1-7 which you read in very little time took my class 3½ months.

VI. MATURITY

It is very difficult to prepare a unit on adulthood for the TMR when many are considered developed to their fullest potential when they reach a mental age of eight or ten. It is almost as difficult to think in terms of maturity because that encompasses such things as independence, responsibility, self-discipline. It is not impossible for TMR students to demonstrate some degree of competency in those areas if they have been prepared for them. However, if the TMR is considered to never have the capacity to care for himself, then the preparation will not even be attempted. Many TMR students are prepared for a permanent institutional environment, and with strict supervision the idea of sex education is rarely considered necessary. But the education is important and it is necessary for all people whether they are MGM students or TMR students. This unit will deal with sexual feelings and birth control.

GOAL VI: During a class discussion of sexual feelings the teacher should answer any questions asked by the students. The following ideas should be discussed.

1. It is normal to become sexually excited by the presence of another person.
2. It is normal for some pictures to excite people.
3. It is normal for people to masturbate when they feel a need to sexually express themselves. It is best to have privacy for this.
4. It is not wrong to masturbate as long as the activity doesn't become your only activity.
5. It is normal to have dreams about sexual experiences.
6. It is normal for men to have wet dreams.

7. Sexual experiences are good as long as both people want to express themselves (even if relationships are temporary).

8. Sexual experiences are bad when people don't really care for each other.

9. Sexual experiences are bad when people are not using a contraceptive.

GOAL VI-B: The teacher will present different methods of birth control and how they are used. It is advised that the teacher point out that the directions must be followed carefully, and that the best method for TMR students might be permanent sterilization. Hopefully, with this presentation the students will favor the simple operation.

1. Explain to the students that there are many ways to avoid starting a baby, and the methods are called contraceptives.

2. Explain to the students that preparations can be made by the man or the woman.

3. Point out that it is important that one or the other uses birth control.

4. Present a condom (rubber) to the class and explain that the man wears the rubber over his penis. The ruber catches the sperm before it can get to the egg. Also stress that sometimes the rubber breaks and the sperm gets to the egg and starts a baby.

5. Present Delfen foam and the applicator and explain that the woman can put the foam in her vagina. The foam kills the sperm if there is enough of it and if the foam hasn't been in the vagina too long. Explain that the foam will not work if intercourse takes place more than an hour after the foam was placed in the vagina. Explain that the foam must be placed in the vagina before each intercourse and not washed out for six to eight hours.

6. Present a diaphragm and explain that a doctor can show the woman how to place it in her vagina. It keeps the sperm from reaching the egg. The woman must be very careful that the diaphragm stays in place to be sure it is working.

7. Present a IUD and explain that the doctor can also place this small device in the woman's uterus. The IUD is much safer than a rubber, foam, or a diaphragm.

8. Present a compact of birth control pills. Explain that the woman takes the pills orally and as long as she remembers to take it. The pill is a very safe method of birth control.

9. Explain that the safest method of birth control is a simple operation done by a doctor. Explain that the operation is just as simple as having your tonsils out. There are operations for both men and women. Point out that with the operation people never have to worry about getting pregnant, and they never have to make special preparations before they have sexual intercourse.

VII. SUGGESTED MATERIALS

UNIT I: BODY IMAGE

1. Life size department store manikins, one boy and one girl
2. Sesame Street body chart (for general identification)
3. Full length mirror
4. Flannel board
5. Orff chants (Orff, 1967)
6. Finger plays and nursery rhymes
7. Pictures taken from The Sex Book (Goldstein et al., 1971), prepared as sorting cards, (pps 10,19,26-27,33,46-47,52-53, 117,141,161,165)
8. Pictures from Where do Babies Come From?, (Sheffield, 1973), (pps 8,10,12,28,31)
9. Flash cards: of bathroom signs (Boys/ Girls, Ladies/Gentleme Men/Women, Lads/Lassies, Males/Females, Princes/Princesses, Kings/Queens, Mamas/Papas, etc.)
10. Pictures of: Urinal, oblong toilet seat, rounded toilet seat napkin vending machine, etc.

UNIT II: LIVING THINGS

1. People picture cards from the Peabody Language Development Kit, Primary Level (Dunn, 1967)
2. Toys/Household picture cards from the Peabody Language Development Kit, Primary Level
3. Live plants
4. Living animals (gerbil, guinea pig, fish, etc.)
5. Animal pictures from the Peabody Language Development Kit: (A-12,A-6) (A-13,A-7) (A-5,A-14) (A-9,A-18) (P-1,P-6) (A-11,A-10) (A-20,A-15) (A-22,A-23) (A-8,A-4) (A-26,A-24) (A-17,A-16)

UNIT III: REPRODUCTION

1. How Babies are Made (Andry and Schep, 1968)
2. Where do Babies Come From? (Sheffield and Bewley, 1973)
3. Pictures from The Sex Book (Goldstein et al., 1971): (pps 59,96-97,130-131,143,148-149,150-153,204-205)
4. The Family of Man (Steichen, 1955)
5. Visitors to class: Pregnant woman and woman with baby
6. Tadpoles

UNIT IV: GROWTH

1. Pictures from Iowa Curriculum Guide (Walden, 1971) (pps 227, 229)
2. Pictures noted in Unit I-7
3. People Pictures from Peabody Language Development Kit
4. Food Pictures from Peabody Language Development Kit
5. Magazine pictures of cigarettes and alcohol
6. The Family of Man (Steichen, 1955)

UNIT V: ADOLESCENCE

1. Pictures from The Sex Book (Goldstein et al., 1971) (pps 14-15,28-29,39,55,67,71,75,80-81,93,99,113,115,117,125, 163,167
2. Facts about Sex, A Basic Guide (Gordon, S., 1969)
3. Department store manikins
4. Sanitary belts and napkins
5. Purchasing boxes of belts and napkins
6. Feminine hygiene sprays
7. Vending machines
8. Toilet paper, safety pins
9. Wastepaper basket

UNIT VI: CONTRACEPTIVES

1. Condom
2. Diaphragm
3. Contraceptive foams and gels
4. Intrauterine devices (IUD)
5. The pill

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